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## ABSTRACT

The interim product report on the Career Decision-Making Program describes products from the program under three headings: career guidance units, a Supportive Career Information System (CIS), and evaluation materials. The 15 career guidance units each consist of a counselor/teacher utilization guide, providing suggestions for use, and student materials. In addition, units 1-13 contain one or two filmstrips. The Career Information System guide is an organization and management system for career exploration resources. A listing and a brief description is provided of some CIS materials (10 guides, two filmstrips, two charts, three posters, three checklists, eight indexes, and miscellaneous materials). The evaluation section lists evaluation products (eight instruments, three reports and plans, and two in-house forms) constructed for the Career Decision-Making Program. (Author/BP)

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# CAREER DECISION-MAKING PROGRAM

Interim Product Report

January 1975



APPALACHIA EDUCATIONAL LABORATORY, INC.

P.O. Box 1348  
Charleston, West Virginia 25325

103735

CAREER DECISION-MAKING PROGRAM STAFF

David W. Winefordner  
Director

Charles E. Kenoyer  
Associate Director for Evaluation

R. Douglas Smith  
Associate Director for Development

John Odgers  
Educational Development Specialist

C. Todd Strohmenger  
Educational Development Specialist

Mary Bee Antholz  
Associate Educational Development Specialist

A. Louise Lucas  
Associate Educational Development Specialist

Melinda Ross-Harrington  
Associate Educational Development Specialist

Phyllis J. Stowers  
Secretary, Writer-Editor

Carolyn Lewis-Reynolds  
Secretary

## INTRODUCTION

This product report contains a list of materials and a brief description of each. It is an interim report since additional materials will be developed during the period of February 1 - August 31, 1975. Each item listed has been completed and is being field tested or is ready for field testing. Revision of materials will take place before dissemination and will include changes identified from field testing. They will be updated for changes which affect them as a result of the revision of the Dictionary of Occupational Titles, Third Edition, which is presently underway.

The Career Decision-Making Program's development to date has been restricted to the secondary school component, Career Exploration and Decision-Making. This component consists of fifteen Career Guidance Units and a supportive, DOT-based Career Information System (CIS) with supplementary materials. Basically, the CD-M Program may be considered as two major products: (1) the secondary component which includes both the Guidance Units and Supportive CIS; and (2) the CIS with supplementary materials. Although not intended to be separate products, almost all of the items could be used independently in Career Education Programs.

Two public information booklets have been developed to describe the CD-M Units and the CIS. They are:

CAREER DECISION-MAKING PROGRAM BOOKLET 6 pages, illustrated,  
saddle stapled: 8½" x 11"

The purpose of this booklet is to briefly describe the objectives and structure of the Career Decision-Making (CD-M) Program. Its focus is primarily upon the fifteen CD-M Career Guidance Units and their products. This booklet is intended to be used as a public information source.

AEL CAREER INFORMATION SYSTEM BOOKLET 10 pages, illustrated,  
saddle stapled: 8½" x 11"

The purpose of this booklet is to briefly describe the structure, products, and access routes to the Career Information System (CIS) of the Career Decision-Making (CD-M) Program. In addition to these descriptions, general information, summary points, and potential users are included. This booklet is primarily a public information source.

This report is divided into three sections; Career Guidance Units, Career Information System, and Evaluation Materials.

## CAREER GUIDANCE UNITS

Each guidance unit consists of a counselor/teacher utilization guide and student materials. In addition, units one through thirteen contain either one or two filmstrips.

The utilization guide provides the context for and suggests ways of using the unit materials. The contents of the guide include: (1) an introduction to the topic; (2) a unit goal, basic concepts, and student objectives; (3) an overview of the sessions and activities; (4) a list of provided and needed resources; (5) a session breakdown including activity purpose, materials, what the teacher does, what the student does, teaching notes for specific instructions and additional clarifications; and (6) copies of student worksheets and handouts.

The student materials are designed to accommodate students at varying levels of experience and concept development, as well as to provide variety in classroom activities. They include worksheets, text materials, and simulation and gaming activities.

The filmstrips are used as an additional means for introducing the basic concepts of the unit. They are also used to broaden the experiential background of students and to break down stereotypes.

### Unit 1 - Career Awareness

Counselor/Teacher Utilization Guide	52 pages
Student Booklet	8 pages
Career Pattern Chart	4 pages
Illustration Board	1 piece 8½" x 11" per student
Filmstrips	2

The student materials provide a number of ways for students to identify their personal goals, to examine the components of career, and to project potential career activities. These are accomplished through the worksheets, handout, and a career collage activity (cut and paste).

The two filmstrips are designed to introduce students to the concept of career goals and of work as a means to one's goals. This is done by presenting a diversity of people, both young and old, engaged in activities that are part of their career.

## Unit 2 - Self-Exploration

Counselor/Teacher Utilization Guide	62 pages
Student Booklet	20 pages
Others' Description	1 page
Filmstrips	2

The student materials lead students through a number of self-exploration and self-discovery experiences. Activities include a self-description, an outside assessment, identification of values, and examination of personal changes.

The first filmstrip is designed to stimulate students' examination of their own values and motivations in order to facilitate self-exploration. The second filmstrip helps students become aware of potential conflicts in their values.

## Unit 3 - Occupational Information

Counselor/Teacher Utilization Guide	56 pages
Student Booklet	16 pages
Paperclip Game	1
Filmstrips	2

The student materials are designed to assist students in identifying and utilizing various sources of occupational information. Students are provided experiences in locating, manipulating, and evaluating information.

The paperclip game provides students a common work experience as a base for class discussion of the principles of organization and management of work.

The filmstrips describe sources of information and will demonstrate the value of classification systems.

## Unit 4 - Decision-Making

Counselor/Teacher Utilization Guide	48 pages
Student Booklet	12 pages
Filmstrips	2

The student materials are designed to help students become aware of the kinds of decisions facing them, and assist them in learning a decision-making strategy. The activities include both individual and group application of the decision-making process.

The filmstrips describe the importance of using a strategy for making decisions and provide examples of students applying the strategy in making career decisions.

## Unit 5 - Interests

Counselor/Teacher Utilization Guide	48 pages
Student Booklet	12 pages
Occupational Information Form	1 page
Filmstrip	1

The student materials provide an opportunity for students to identify their interests and assist them in understanding how these interests relate to career decisions. The activities include both expressed and measured interest inventories and provide for exploration of occupational areas on the basis of identified interests.

The filmstrip is designed to help students understand the way in which interests can be examined and utilized in career exploration.

## Unit 6 - Work Activities

Counselor/Teacher Utilization Guide	40 pages
Student Booklet	12 pages
Filmstrip	1

The student materials orient students to the ten basic types of work activities and assist them in developing an understanding of them. Exploration activities are built in for examination of occupational areas on the basis of preferred work activities.

The filmstrip is designed to help students become familiar with the ten types of work activities by presenting a number of examples of each type of activity.

## Unit 7 - Work Situations

Counselor/Teacher Utilization Guide	48 pages
Student Booklet	12 pages
OVIS WIG Index	1 page
Filmstrip	1

The student materials introduce students to three types of management situations and twelve types of occupational situations and assist students in developing an understanding of these. Students are provided an opportunity to use their preferred occupational situations and their estimated adaptive skills in career exploration and decision-making activities.

The filmstrip is designed to help students become familiar with the types of management and occupational situations.

## Unit 8 - Aptitudes

Counselor/Teacher Utilization Guide	48 pages
GATB Supplement	32 pages
GATB Test Reaction Record	4 pages
GATB Aptitude Record	1 page
Student Booklet	36 pages
Aptitude Self-Estimate Record	1 page
Aptitude Comparison Record	1 page
Keysort Procedures	4 pages
Keysort Markers	1 page
Filmstrips	2

The student materials are designed to help students (1) understand the concept of aptitude; (2) recognize that different occupations require different types and levels of aptitude; (3) develop an understanding of their own aptitudes; and (4) develop skill in applying aptitude information in career planning and decision-making.

The GATB Supplement provides instructions and activities for utilizing the General Aptitude Test Battery in assessing and interpreting aptitude information.

The filmstrips assist students in estimating their own aptitudes and in relating them to levels defined by the DOT.

## Unit 9 - Work Conditions

Counselor/Teacher Utilization Guide	52 pages
Student Booklet	12 pages
Job Search	1 page
Worker Interview	1 page
Sounds of Work Tape	1
Filmstrip	1

The student materials develop an awareness that individuals should consider preferences and tolerance limits for working conditions and physical demands in making occupational selections.

The sounds of work tape is designed to increase student awareness of sounds in various types of work and the influence of working conditions on job satisfaction.

The filmstrip assists students in becoming familiar with the types of working conditions and physical demands.



## Unit 10 - G.E.D. and School

Counselor/Teacher Utilization Guide	63 pages
Student Booklet	20 pages
Getting Clued in to G.E.D.	1 page
It's Your Turn	1 page
Filmstrip	1

The student materials assist students in understanding the relationship of their school achievement and general educational development. The activities deal with the acquisition of credentials and competencies and emphasize communication skills.

The filmstrip presents the concepts of credentials and competencies, how they are acquired, and how they affect getting and keeping a job.

## Unit 11 - Work and Leisure Experiences

Counselor/Teacher Utilization Guide	48 pages
Student Booklet	16 pages
Filmstrip	1

The student materials are designed to help students understand the relationship between work and leisure and how these are relevant to the process of career development. Students identify and rate leisure and work experiences and relate them to occupations.

The filmstrip shows a group of young people actively involved in a variety of summer jobs and leisure pursuits.

## Unit 12 - Economic Influences

Counselor/Teacher Utilization Guide	64 pages
Student Booklet	24 pages
Filmstrip	1

The student materials consist of activities which help students understand how economic structures and conditions influence their present decisions and developing careers. Students examine career patterns and the changing occupational outlook.

The filmstrip is designed to show how economic considerations can be examined and utilized in career exploration.

### Unit 13 - Social and Family Influences

Counselor/Teacher Utilization Guide  
Student Booklet  
Filmstrip

56 pages  
20 pages  
1

The student materials are designed to help students become more conscious of the family and social factors that do and will influence career decisions. Activities include identifying parental and peer values, examining influences and barriers, and role playing social problems.

The filmstrip describes social factors that may affect career choices and relates these factors to personal situations.

### Unit 14 - Career Planning

Counselor/Teacher Utilization Guide  
Student Booklet

68 pages  
24 pages

The student materials provide an opportunity for students to assess their planning needs in relationship to their goals, to critically examine the interrelationship of the data, and to incorporate the data into an overall plan. The activities help students begin more formalized career planning by incorporating information and decisions made during previous units into an overall career plan.

### Unit 15 - Your Future

Counselor/Teacher Utilization Guide  
Student Booklet  
Optional Activities  
Instructions for Employers

72 pages  
28 pages  
8 pages  
1 page

The student materials for this unit, perhaps more than any other, deal with the practical: how to read the want ads, interview on the phone, design a resume, compose a business letter, fill out a job application, and have a successful job interview. The written exercise and role-playing situations allow students an opportunity to practice skills they will need to get a job. In addition, there is a list of extended activities that may be used for students who are interested in continuing career development activities on their own or with a group at home, school, or in the community.

### Student Summary Folder

The Student Summary Folder is designed to provide students with a record of the data they collect throughout the Career Decision-Making Program. It organizes data in categories of Values, Interests, Abilities, and Occupational Alternatives and provides structure for a description of career plans.

## CAREER INFORMATION SYSTEM

The Career Information System (CIS) is an organization and management system for career exploration resources. The structure of the system is based upon the Worker Trait Group Arrangement of the Dictionary of Occupational Titles, Third Edition. The CIS as a product is composed of basic guides and a variety of supplemental materials such as charts, posters, checklists, booklets, and indexes. The following is a listing and brief description of the CIS materials.

### GUIDES:

**GUIDE TO FILING OCCUPATIONAL INFORMATION FOR EXPLORING CAREERS THROUGH WORKER TRAITS:** An Occupational Information Filing System Based on the DOT Worker Trait Group Arrangement 1, 74 pages, illustrated, appendices, 3 ring notebook, 10" x 11½" (also paperbound, multipunch plastic binder: 8½" x 11")

This Guide is a description of how to set up and maintain an occupational information filing and indexing system structured on the Worker Trait Arrangement of the Dictionary of Occupational Titles (DOT), Third Edition, 1965. The 114 Worker Trait Groups (WTGs) of this arrangement are used as divisions for classifying and organizing occupational information. This WTG FILING AND INDEXING SYSTEM is comprehensive: it is not limited to filing unbound occupational information but can also be used to organize bound and audiovisual materials. The structure of this filing and indexing system is flexible in that other preestablished systems can be adapted to it without disrupting their physical unities. The procedures necessary for this type of adaptation are described in this Guide.

In addition to the descriptions of the development, maintenance, and adaptation procedures, this Guide contains several Appendices. These appendices include a coding explanation and exercise that can be used to train students or other assistants in developing and maintaining the system. Shortcuts to processing occupational information are given as well as "How to Use the Dictionary of Occupational Titles." Also, there are indices to three sets of commercial briefs which contain all of the necessary information to process these materials into the system. Other timesavers, such as preprinted divider labels and reproduction forms are included. The purpose of this Guide is to outline the steps necessary for a counselor, librarian, or other implementer to develop and maintain an occupational information filing and indexing system that is compatible with a WTG approach to exploring the world of work.

**GUIDE FOR EXPLORING CAREERS THROUGH WORKER TRAITS:** An adaptation of the DOT Worker Trait Groups iv, 114 pages, appendices, 3 ring notebook: 10" x 11½" (also perfect bound: 8½" x 11")

The purpose of this Guide is to provide the basic Worker Trait Group data to be applied in understanding and exploring careers. This Guide is a revision of the descriptions of the 114 Worker Trait Groups (WTGs) of the Dictionary of Occupational Titles (DOT), Third Edition, 1965. These descriptions are translations of the original information in the DOT to an eighth grade vocabulary level in a format that can be used by a wide variety of individuals, including students, teachers, adults, and counselors.

In each revised WTG description, a paragraph definition and examples of typical jobs are given. Other sections deal with the work performed, worker requirements, clues for relating applicants and requirements, and training and methods of entry for jobs within each WTG. Worker Trait data provided in symbolic and numerical form in the original DOT descriptions are presented in these rewrites as written statements.

In addition to the 114 revised WTG descriptions, this Guide contains a "To The User" section as well as Appendices which explain all of the Worker Trait characteristics such as General Educational Development, Physical Demands, Data-People-Things, Temperaments, Interests, Specific Vocational Preparation, and Aptitudes. Also included in the appendix section is an explanation of "How to Use the Dictionary of Occupational Titles."

**GUIDE TO EXPLORING CAREERS THROUGH OCCUPATIONAL GROUPS** vii, 74 pages, illustrated, vinyl bound, multipunch plastic binder: 8½" x 11"

This Guide is a link between the Occupational Group Arrangement of the Dictionary of Occupational Titles and the 114 Worker Trait Groups (WTGs). Descriptions of the nine categories and 84 divisions are revised to an eighth grade vocabulary level. The 603 groups within the Occupational Group Arrangement are listed and indexed to the WTGs to which they are related. In addition, an index is included which provides WTG access to the occupational groups. The purpose of this Guide is to provide users of the CIS with an added dimension for accessing and exploring the world of work, that of what gets done in comparison to the Worker Trait Group dimension of what workers do. This Guide is also an example of how an established clustering arrangement can be linked to the Worker Trait Groups.

GUIDE TO OCCUPATIONAL INFORMATION INDEXED BY WORKER TRAIT GROUPS  
214+ pages, 3 ring notebook: 10" x 11½"

This Guide is designed to contain Worker Trait Group (WTG) indices to omnibus occupational information reference sources, such as the Occupational Outlook Handbook (OOH) and the Encyclopedia of Careers (EOC). Other indices may be added to this Guide as they are developed, such as an index to a regional VIEW system. Users of this Guide are able to process occupational information contained in it by using WTG numbers and headings. For each main job title listed alphabetically under the WTGs, a page number (or other locating designation) for the source is given.

VIEW: AN IMPLEMENTATION GUIDE iii, 33+ pages, illustrated, appendices, perfect bound: 8½" x 11"

This Implementation Guide is intended to assist those individuals involved, at varying levels, in the development and implementation of a VIEW (Vital Information for Education and Work) program. Information is presented for those making the initial decisions on the implementation of a regional VIEW program, for those charged with the task of operating a VIEW center, and for those at the school or agency level who must provide for the actual utilization of career information. Included are the necessary steps for planning, developing, and implementing a regional VIEW program/center. Cost estimates, staffing requirements and information sources are also given, in addition to listings of equipment and materials.

GUIDE TO JOB TITLES FILED FOR EXPLORING CAREERS THROUGH WORKER TRAITS:  
Occupational Information File Content Notebook 114+ pages, 3 ring notebook: 11" x 11½"

The purpose of this Guide is to serve as a Worker Trait Group (WTG) index to all of the main job titles contained in the WTG FILING AND INDEXING SYSTEM. It has dividers and preprinted forms for each of the 114 WTGs. As materials are processed into the SYSTEM, they are entered on the appropriate WTG form.

Users of the SYSTEM may refer to this Guide (File Content Notebook) to ascertain what titles are available within the SYSTEM for a particular WTG. Those persons charged with the responsibility of developing and maintaining the SYSTEM can use this Guide to determine which WTGs need additional information and what materials, if any, have been lost and need replaced. This Guide is developed by individual sites as the WTG FILING AND INDEXING SYSTEM is set up and maintained. Detailed instructions are given in the Guide To Filing Occupational Information For Exploring Careers Through Worker Traits.

## BOOKLETS:

GUIDE FOR EXPLORING CAREERS THROUGH WORK ACTIVITIES AND WORK SITUATIONS  
10 pages, illustrated, paperbound, saddle stapled: 8½" x 11"

This Guide is a description of the ten Interest Factors and the twelve Temperament Factors which are related to the 114 Worker Trait Groups of the Dictionary of Occupational Titles. These factors, which are translated as Work Activities and Work Situations respectively, are defined in this Guide for the first time anywhere. These definitions are written at an eighth grade vocabulary level. The purpose of this Guide is to present, in meaningful terms, the implications of these worker characteristics. Based on the paragraph descriptions of the factors, a secondary school student, or other potential user, should be able to identify those factors which are personally applicable. This Guide is the text for two checklists: "Exploring Careers Through Work Situations" and "Exploring Careers Through Work Activities." It also has accompanying sound filmstrips "Work Activities" and "Work Situations."

SUPPLEMENT TO THE GUIDE FOR EXPLORING CAREERS THROUGH WORKER TRAITS  
1, 19 pages, illustrated, paperbound, saddle stapled: 8½" x 11"

This Supplement contains the titles and brief paragraph descriptions of the 114 Worker Trait Groups (WTGs) as they appear in the Guide for Exploring Careers Through Worker Traits. Also included is a section entitled "Using the Career Information System to Locate Information About Occupations" which summarizes the steps involved in using the Career Information System (CIS). This Supplement is used in conjunction with checklists and other CIS materials to determine the WTGs that an individual would want to explore further. The primary purpose of this Supplement is to provide capsule information about the Worker Trait Groups. By using a large number of these Supplements in group sessions, a fewer number of the Guide to Exploring Careers Through Worker Trait Groups are necessary.

GUIDE TO THE CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS THROUGH WORKER TRAIT GROUPS 6 pages, paperbound, saddle stapled: 8½" x 11"

This Guide has instructions for students', teachers', and counselors' use of the "Chart for Relating School Subjects and Occupations Through Worker Trait Groups." The "How to Use the Chart" section is an explanation of both the horizontal (school subject) and vertical (Worker Trait Group) access routes. The second section, "Explanation of Uses and Limitations of the CHART," is directed towards teachers and counselors and has valuable information for interpreting the CHART. A reduced copy of the CHART is included as the centerfold.

STUDENT GUIDE: USING OVIS RESULTS WITH THE CAREER INFORMATION SYSTEM  
4 pages, folded: 8½" x 11"

The purpose of this Guide is twofold. First, it is to provide students with general information about the Career Information System (CIS). Second, it is to provide an illustration of the sequence to be followed in using the OHIO VOCATIONAL INTEREST SURVEY (OVIS) results and the CIS for exploring the world of work. In this Guide four steps are outlined to help students understand their OVIS results and how to use the CIS to locate information that is related to these results.

#### INDEXES:

KEYSORT WORKER TRAIT GROUP REFERENCE INDEX 114 plastic cards: 7 7/8" x 10 1/2"; two decks of 114 cards packaged in 8 3/4" x 4 1/4" metal container with two sorting needles

The Keysort Worker Trait Group Reference Index is a manual system for accessing occupational information on a multivariable basis. It is a deck of 114 keysort cards, each card representing a different Worker Trait Group (WTG) of the Dictionary of Occupational Titles. The worker characteristics identified as being significantly related to each WTG are punched on the edges of the cards. All WTGs related to a particular worker characteristic can be identified by inserting the sorting needle through any one of these variables. The keysort cards with that variable punched will fall from the deck. Various sorting sequences may be used to combine variables. The purpose of the Keysort Index is to assist students, counselors, and other users to identify WTGs that are related to a set of sorted variables. It is intended to be used in individual or small group exploration sessions.

SCHOOL SUBJECT -- OCCUPATION INDEX 144 pages, paperbound, multipunch plastic binder: 11" x 8½"

This Index is a teacher's guide for relating school subjects to occupations and industries. It has nine major subject areas (vocational education is excluded), which are divided into eighteen specific courses. Occupations that were identified as having some relationship to the specific courses are listed in order of the complexity of the work involved. The purpose of this Index is to provide teachers of general academic subjects with information that will help them to clarify the relationship that exists between course content and specific occupations. This information will help convey the occupational relevance of courses.



OCCUPATIONAL OUTLOOK HANDBOOK, 1974-75 EDITION, WORKER TRAIT GROUP  
INDEX 69 pages, paperbound, saddle stapled: 8½" x 11"

This Index is a Worker Trait Group (WTG) arrangement of the occupational titles contained in the 1974-75 edition of the Occupational Outlook Handbook (OOH). It is designed to provide access to information contained in the OOH about occupations that are related to each WTG. Although it is a separately bound publication, it can be inserted into the Guide to Occupational Information Indexed by Worker Trait Groups by punching ring binder holes.

WORKER TRAIT GROUP INDEX TO THE OCCUPATIONAL OUTLOOK HANDBOOK, 1972-73  
Edition 95 pages, paperbound, multipunch plastic binder: 8½" x 11"

The purpose of this Index is to provide Worker Trait Group (WTG) access to occupational information contained in the 1972-73 edition of the Occupational Outlook Handbook. It is an individually bound segment of the Guide to Occupational Information Indexed by Worker Trait Groups. It has been bound separately so that more copies can be made available for group use within a classroom setting. In this Index, job titles contained in the Occupational Outlook Handbook, 1972-73 edition, are listed in order by the 114 WTGs of the Dictionary of Occupational Titles.

WORKER TRAIT GROUP INDEX TO THE ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, Volume II, Careers and Occupations, 1971 Edition.  
119 pages, paperbound, multipunch plastic binder: 8½" x 11"

This Index is an individually bound segment of the Guide to Occupational Information Indexed by Worker Trait Groups. It is a listing of the job titles contained in Volume II of the Encyclopedia of Careers (EOC), and is organized by the 114 Worker Trait Groups of the Dictionary of Occupational Titles. The purpose of this Index is to provide WTG access to occupational information contained in the Encyclopedia of Careers. It has been individually bound so that more copies can be made available for group use within a classroom setting.

VIEW WORKER TRAIT GROUP INDEX 34+ pages, paperbound; corner stapled  
(also side stapled): 8½" x 11"

Separate VIEW INDEXes have been developed for two state/regional VIEW Systems currently in operation: San Diego County (California) Regional Center for Career Information and the Pennsylvania Career Resource Center (PENNScript). These indexes have a standard format and purpose, although they vary in length.



## VIEW WORKER TRAIT GROUP INDEX (Continued)

The occupational titles contained in a VIEW system are organized by the 114 Worker Trait Groups (WTGs) of the Dictionary of Occupational Titles. Access to the information in the VIEW system on the basis of WTGs is provided by this arrangement. Any VIEW INDEX can be inserted into the Guide to Occupational Information Indexed by Worker Trait Groups by punching it for a three-ring binder or can be used as a separate index and placed beside the apterture cards.

OCCUPATIONS IN THE 1974-75 OCCUPATIONAL OUTLOOK HANDBOOK THAT ARE NOT IN THE 1972-73 EDITION 19 pages, corner stapled: 8½" x 11"

This is a Worker Trait Group Index to occupations that have been described in the 1974-75 Occupational Outlook Handbook which were not contained in the previous edition (1972-73). It is intended to be used in maintenance procedures to up-date the Career Information System.

OCCUPATIONS IN THE 1972-73 OCCUPATIONAL OUTLOOK HANDBOOK THAT ARE NOT IN THE 1974-75 EDITION 8 pages, corner stapled: 8½" x 11"

This is a Worker Trait Group Index to the occupations contained in the 1972-73 Occupational Outlook Handbook which are not in the 1974-75 edition. It is intended to be used in maintenance procedures for keeping the Career Information System up-to-date.

### FILMSTRIPS:

CIS FILMSTRIP Part 1 18 min; color; cassette tape, audible/inaudible pulse

This filmstrip is the first part of an audiovisual orientation package for the Career Information System (CIS). Its purpose is to introduce students to the concept that decisions need to be based on information. The concept that information needs to be organized to be used effectively is also introduced. Different types of information and systems for organizing information are presented before leading up to the two types of information needed for job-related decisions: self-information and occupational information. These two types of information are explored and integrated into the concept of Worker Trait Groups. The CIS is then introduced, by showing its general structure and content and by relating the types of activities that would help students to make decisions about jobs.

CIS FILMSTRIP Part II 18 min; color; cassette tape, audible/inaudible pulse

This filmstrip is the second part of an audiovisual orientation package for the Career Information System (CIS). Its purpose is to explain how the CIS can be used in different ways. The structure and components of the CIS are briefly explained as two filmstrip characters search for occupational information. One knows the title of job for which information is needed and the other has no particular job in mind. The characters are followed as they use various components of the CIS.

#### CHARTS:

CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS THROUGH WORKER TRAIT GROUPS wall chart: 39" x 28"

This CHART is a matrix based on the Worker Trait Group (WTG) structure of the Dictionary of Occupational Titles. It is used to identify WTGs that relate to school subjects or what school subjects relate to a particular WTG. The horizontal axis of this CHART consists of the 114 WTGs, while the more common high school subjects are listed on the vertical axis. In the matrix cells, a code is marked following a school subject and under a WTG to indicate the type of relationship that exists.

This CHART has been developed for use by counselors, teachers, and students. Its purpose is to aid in making the classroom an important setting for career exploration and skill development. Directions for use of this CHART are given in the Guide to the Chart for Relating School Subjects and Occupations Through Worker Trait Groups.

AEL CAREER INFORMATION SYSTEM CHART wall chart: 17" x 11"

The purpose of this Chart is to portray, in graphic form, the basic concepts of the Career Information System (CIS). The focus of the chart is on the Worker Trait Groups as the hub of the organization and management system. Linkages with other systems, personal access variables, and career exploration resources are all related to this hub. In addition, the chart is an illustration of how the CIS applies to the Career Decision-Making (CD-M) Program, and where the CD-M Program fits into a total career education program.

## POSTERS:

USING THE CAREER INFORMATION SYSTEM TO INVESTIGATE OR EXPLORE  
poster: 22" x 17"

This poster is divided into two distinct segments. These segments are outlines of the six steps to be taken in using the Career Information System (CIS) to either "investigate" a specific job, or to "explore" a wide range of jobs. It is intended to be posted in the resource area to serve as a general reminder to CIS users of "what needs to be done next."

USING THE CAREER INFORMATION SYSTEM TO LOCATE INFORMATION ABOUT  
OCCUPATIONS poster, color: 17" x 11"

This poster is a flow chart illustration of the various access routes and information sources that are available in the Career Information System (CIS). Colored arrows are used to show three methods that can be employed to seek information that may be contained in the CIS.

WORK ACTIVITIES MINI POSTERS 10 posters, color: 11" x 8½"

These ten mini posters are illustrations of the Work Activities (Interest Factors) that are related to the DOT Worker Trait Group Arrangement. These posters are intended to be used for headings of a bulletin board display.

## CHECKLISTS:

EXPLORING CAREERS THROUGH WORK ACTIVITIES 4 pages, folded: 8½" x 11"

The purpose of this booklet is to help students or others identify Worker Trait Groups (WTGs) which are related to their preferences for certain types of work activities. The booklet is divided into two parts. The first part is the "Work Activity Preference Checklist." This checklist has each of the ten work activities (DOT Interest Factors) listed with rating scales. Individuals express how they feel toward each Work Activity on a scale ranging from "like very much" to "dislike very much."

After the items have been rated, they are to be ranked from first to last choice. This ranking information is then used with the second part of the booklet, "Identifying Worker Trait Groups Related to Work Activities." This section is a listing of the ten work activities and the WTG numbers that are related to each. Beginning with the "first choice" from the checklist, the user determines what WTGs can be explored further.

EXPLORING CAREERS THROUGH WORK SITUATIONS 4 pages, folded: 8½" x 11"

The purpose of this booklet is to help students or others to identify Worker Trait Groups (WTGs) which are related to their ability to adapt to various types of occupational situations. The booklet is divided into two parts. The first part is the "Occupational Situation Checklist." This checklist has each of the twelve occupational situations (DOT Temperament Factors) listed with rating scales. These scales are to be marked to indicate how an individual could adapt to the situations, ranging from "could adapt readily" to "a difficult situation that I would like to avoid."

After the situations have been rated, they are to be ranked from "most positive" to "most negative." This ranking information is then used with the second part of the booklet, "Identifying Worker Trait Groups Related to Occupational Situations."

This section is a listing of the twelve occupational situations and the WTG numbers related to each. Beginning with the "most positive" situation from the checklist, the individual determines what WTGs may be used for exploration or which ones are related to situations they would like to avoid.

SURVEY OF INTEREST IN OCCUPATIONAL GROUPS 4 pages, folded: 7" x 10½"

This Survey is a checklist intended to be used in identifying occupational groups for exploration. It has descriptions of the nine categories of the Occupational Group Arrangement of the Dictionary of Occupational Titles. Beneath each Category description is a list of the related Divisions. A rating scale ranging from "highly interested" to "not sure" is provided for marking preferences. After working through this checklist, the Guide to Exploring Careers Through Occupational Groups can be used to further explore those Categories for which a high degree of interest was expressed.

#### MISCELLANEOUS:

CODING EXERCISE 12 pages, corner stapled: 8½" x 11"

This coding exercise is a separately bound segment of the Guide to Filing Occupational Information For Exploring Careers Through Worker Traits. It is intended to be used in training Career Information System (CIS) implementers and their assistants. Included in this exercise are the basic concepts of how to use the Dictionary of Occupational Titles when processing materials into the CIS. Also included are: a list of shortcuts to coding, a skill performance exercise (with answer key), and examples of actual CIS materials.

PREPRINTED FILE CONTENT NOTEBOOK FORMS 8½" x 11"

These preprinted forms are used to develop the File Content Notebook as described in the Guide to Filing Occupational Information... The purpose of these preprinted forms is to record, by Worker Trait Groups, all of the main job titles processed into the Career Information System.

PREPRINTED ALPHABETICAL CARD FILE CARDS 3" x 5"

The purpose of these preprinted cards is to catalog, in alphabetical order, all of the main job titles processed into the Career Information System. These cards are used to develop the Alphabetical Card File as described in the Guide to Filing Occupational Information...

## EVALUATION

The following is a list of evaluation products constructed the Career Decision-Making Program. Numerous brief in-house instruments and communications are excluded from the list.

### INSTRUMENTS:

Filing System Questionnaire. Developed early in the field testing of the Career Information System, this instrument served to identify procedures followed and difficulties encountered as the filing system was set up at field test sites. It was completed by counselors at the sites.

Installation and Maintenance Questionnaire. This instrument provides data for the revision of documents describing installation and maintenance of the CIS. It is completed by counselors (or other responsible staff).

Counselor Questionnaire. Provides data describing the counselor's view of the orientation, use, and impact of the CIS at each site. It is completed by the counselor in charge of the system.

Student Questionnaire. Provides data describing the student's view of orientation, use, and impact of the CIS. It is completed by students in the program employing the CIS.

User's Questionnaire. Provides data on the day-to-day use of the CIS, including who uses it, for what reasons, and how many times. It is filled out on each occasion of use by the user (typically a student).

Student Questionnaire. (Same title as above product, but distinct from it). Provides pretest-posttest data from students enrolled in the Career Decision-Making course and from control students, related to attainment of program objectives.

Questionnaire for Parents. Indicates the extent to which parents are aware of their child's involvement in career planning and the extent of their own participation. A questionnaire will be sent to the parents of each student enrolled in a CD-M class.

Evaluation Interview Schedule. Data from the interview will serve to indicate attainment of some program objectives that are less accessible to pencil-and-paper testing (such as awareness objectives), and the more open-ended format allows for the collection of unanticipated data. The interview will be administered to a sample of students from each CD-M class.

#### REPORTS AND PLANS:

Career Decision-Making Program Evaluation Plan. Technical Report No. 35, Appalachia Educational Laboratory, Inc., July 16, 1973. 57 pp.

Served as a starting point in the planning for program evaluation. Describes rationale and organization for evaluation at AEL. Presents design for evaluation and documents goals and objectives developed at that time for CIS and for CD-M program. Objectives and instruments for instructional units were included.

The Plan served as a focal point, in its draft stage, for an evaluation meeting attended by the program director, the program evaluator, the director of AEL's Evaluation Division, and evaluation consultants. In its final form, it was made available to the monitoring agency as documentation of the planning effort.

Supplement to Career Decision-Making Program Evaluation Plan. Appalachia Educational Laboratory, Inc., Undated. 100 pp.

The Supplement was written because of substantial progress and change relative to the content of the initial Plan. As more detail of the program was determined, more detail for its evaluation had to be planned. Objectives were changed significantly subsequent to the writing of the Plan. The changes and additions were included in the Supplement. Some specific changes and additions were (1) separated into two field test activities, as required by NIE; (2) inclusion of a statement of intent to provide cost estimates in the final summative evaluation, as suggested by NIE guidelines; (3) the then-current set of program objectives; (4) instrumentation developed for evaluation; and (5) unit-by-unit objectives for the first eight (of fifteen) instructional units.

Summative Evaluation Report: 1973-74 Field Test of Career Decision-Making Package. Technical Report No. 49, Appalachia Educational Laboratory, Inc., September 3, 1974. 51 pp. •

Provides an overview of the program, a description of the first-round field test (1973-1974), design of the field test, findings, conclusions, an update on the program objectives, and instruments developed in-house for evaluation. Pretest data are included for the

purposes of comparing treatment groups on the Career Maturing Inventory and assessing items on the other instruments used in program evaluation. Gain scores were used to compare treatment conditions. For the CD-M classes, all gains were better than for controls. Gain scores were small (less than 2 points), however, on every scale except a thirty-item in-house scale composed of Likert items.

#### IN-HOUSE FORMS:

Unit Feedback/Evaluation Forms: Provide counselors' reactions to materials at the completion of each instructional unit. These are completed by the counselor in charge of a given unit.

Curriculum Unit Revision Activity Log (CURAL). Provides documentation of problems encountered and revisions suggested at the time, for use by the commercial publisher who will diffuse the CD-M units. These are completed by development and evaluation personnel of the CD-M staff working together.